



Department Curriculum Intent: Modern Foreign Languages

What are the aims of the MFL curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?

The MFL curriculum seeks to ensure that students are:

- exposed to different cultures so they are more aware of the world around them
- aware of their own language so that they can successfully acquire another
- encouraged to explore and celebrate diversity
- taught about the cultural aspects associated with learning another language
- taught the foundational components of language in terms of grammar, vocabulary and linguistic competence
- aware and confident about the strategies that need to be adopted to pass examinations at KS4

How do we ensure our curriculum meets and exceeds the requirements of the National Curriculum?

The National Curriculum provides an effective starting point in terms of curriculum design; we follow the criteria stipulated to guide our teaching.

Grammar and vocabulary-students are taught to:

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation

When considering the first criteria, as a minimum students will learn how to identify and use tenses or other structures which convey the present, past, and future in French. However, to stretch and challenge more able students, we teach the other tenses such as the imperfect, future and conditional tense.

Linguistic Competence-students are taught to:

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address



- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

To stretch and challenge students, we teach them to justify their opinions and use connectives to link two clauses. The Dynamo textbooks support effective differentiation. The green textbook includes the core concepts that students must know to be able to speak French with confidence. The red textbook supports us to teach to the top and scaffold content down to ensure that content is ambitious and aspirational for all.

What specifications do we follow at KS4-why?

We follow the AQA specification for several reasons:

- High quality CPD and support is provided by the board to support professional development
- Universities favour this course
- The qualification is recognised internationally
- There is significant emphasis on the development of cultural capital (this is very important considering our context)

How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?

As stated above, a big part of our course is providing students with the opportunity to be exposed to different cultures. During lessons, customs are discussed and often, real life examples are provided. Additionally, we aim to ensure that our curriculum is challenging. The red Dynamo textbook is central to planning because its contents is aspirational and ambitious. This ensures that all students, including those who are SEND and disadvantaged, are given the same opportunity as their non-disadvantaged peers.